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| **Class/Subject: World History “A”** | **Day 3- GeoHistogram and Historian Reasoning Devices** |
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| **Objective(s)**  **SWBAT…gain a temporal perspective via learning historical reasoning devices and connecting these thinking processes along two historical scales. SWBAT practice utilizing the GeoHistogram as a means of crafting history into a cogent story.** | **GLCE/CCS**  **Topic *WHG F1:* World Historical and Geographical “Habits of Mind” and Central Concepts - Explain and use key conceptual devices world historians/geographers use to organize the past including periodization schemes (e.g., major turning points, different cultural and religious calendars), and different spatial frames (e.g., global, interregional, and regional).** |
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| **Materials:**   * **Classroom set of the GeoHistogram (**<http://alliances.nationalgeographic.com/detail/michigan-geographic-alliance-mga/edn8C7BFE64F9BAB4E0F>) * **Historian Reasoning Device Sheet (Found on moodle page)** * **Dry erase markers to write on the GeoHistogram.** | **Procedure/Activities :**   * **N/H Board** * **Give students GeoHistogram and have them follow along on them as I give an Introductory PowerPoint and lecture.** * **Then pair students and give them practice activity** * **Then give students the sheet of historian reasoning devices and lecture explaining what they mean** * **Students will then take the sheet and apply it to their own biography. Emphasize how these devices apply to all history on all scales.** |
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| **Strategies (check all that apply)** | |
| X Direct Instruction/lecture | \_\_X\_\_ Summarizing & Note taking |
| X Guided Practice | \_\_\_X\_ Cooperative Learning |
| \_\_\_\_ Teacher Demo | \_\_\_X\_ Identifying Similarities & Differences |
| \_\_\_\_ Group Discussion | \_\_\_X\_ Nonlinguistic Representations |
| \_\_X\_\_ Graphic Organizer | \_\_\_\_ Setting Objectives |
| \_\_\_\_ Technology Integration | \_\_\_\_ Generating & Testing Hypotheses |
| \_\_\_\_ Independent Practice | \_\_\_\_ Other(explain) |
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| **Assessment: Students will be graded on their biographies.** | **Notes: This is my way of getting to know my students, albeit three days after we’ve started. I have found more honesty in these and it is free of the Hawthorne Effect that accompanies any public ice-breaker or introductory activity.** |